




































Room:

Week Beginning:

Educators:

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Monday	<p>Animal dress ups in home corner, also add table with materials to create animal masks within home corner.</p> <p>L/o: <input type="text" value="1.1"/> I: <input type="text" value="Extension of Learning"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p>	<p>Add materials, animal figurines, animal pictures in block area. Encourage children to share ideas on where animals live (zoo/jungle) etc.</p> <p>L/o: <input type="text" value="2.4"/> I: <input type="text" value="Extension of Learning"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p>	<p>Extra blocks and pipes in the sand pit. Add large animal figurines and 4 small tubs of water.</p> <p>L/o: <input type="text" value="3.1"/> I: <input type="text" value="Outdoor Play"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p>	<p>During group time Google different animal habitats. Discuss with children. Provide paper and pencils for drawing habitats for room display.</p> <p>L/o: <input type="text" value="4.4"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p>	<p>Use photos and mind map and discuss Toby's understanding of experiences. Document in portfolio.</p> <p>L/o: <input type="text" value="5.3"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p>
Tuesday	<p>Throughout the day encourage children with social etiquette - please, thank you etc.</p> <p>L/o: <input type="text" value="1.1"/> I: <input type="text" value="Family Input"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p>	<p>Outdoor Play - To trough add sea shells, small sea creature figurines, spades, sand and water.</p> <p>L/o: <input type="text" value="2.4"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p>	<p>Add mat with fine motor skills resources for Hannah to develop and extend upon her fine motor skills.</p> <p>L/o: <input type="text" value="3.1"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p>	<p>Cooking - Making vegetable spring rolls. Encourage children to peel & shred vegetables. Taste differences between raw & cooked.</p> <p>L/o: <input type="text" value="4.1"/> I: <input type="text" value="Group Experience"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p>	<p>Drawing Area - Add words in different languages that children can draw over. Display different writing on the wall above drawing table.</p> <p>L/o: <input type="text" value="5.2"/> I: <input type="text" value="Community"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p>
Wednesday	<p>Create a height chart - add each child's name and individual photo.</p> <p>L/o: <input type="text" value="1.2"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p>	<p>Group Time - Discuss sharing and taking turns. Brainstorm ideas on what to do when we want something.</p> <p>L/o: <input type="text" value="2.3"/> I: <input type="text" value="Group Experience"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p>	<p>Train table with train set - Add train tracks, people figurines, small wooden railroad signs and small coloured blocks</p> <p>L/o: <input type="text" value="3.2"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p>	<p>Marble painting experience, using primary colours. - Encourage Kelly to experiment with secondary colours.</p> <p>L/o: <input type="text" value="4.2"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p>	<p>Computer Skills - Each child to be given an opportunity to create a picture on paint program. Focus on using mouse and clicking to select objects.</p> <p>L/o: <input type="text" value="5.5"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p>
Thursday	<p>Group Time - Show photos/images of people from different cultures. Discuss similarities and differences.</p> <p>L/o: <input type="text" value="1.3"/> I: <input type="text" value="Group Experience"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p>	<p>Jean - Pierre's mum Amelie commng in after morning tea to make crepes with the children.</p> <p>L/o: <input type="text" value="2.2"/> I: <input type="text" value="Family Input"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p>	<p>Vanilla Scented Play dough - add scissors, rolling pins, shape cutters, patty cases, paddle pop sticks.</p> <p>L/o: <input type="text" value="3.2"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p>	<p>Using pictures from a magazine create a group story. Encourage Grace to share her ideas within the group.</p> <p>L/o: <input type="text" value="4.2"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p>	<p>Color Cups With Coloured Teddies - Encourage children to sort the coloured teddies into the correct coloured cup</p> <p>L/o: <input type="text" value="5.4"/> I: <input type="text" value="Extension of Learning"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p>
Friday	<p>Group Time - Introduce "Hello Song". Discuss the different ways we say hello in different languages.</p> <p>L/o: <input type="text" value="1.4"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p>	<p>Plant a vegetable garden. Talk about the types of vegetables that grow from the ground. Discuss ways in which we can look after them.</p> <p>L/o: <input type="text" value="2.4"/> I: <input type="text" value="Community"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p>	<p>Add dump trucks and blocks to sand pit.</p> <p>L/o: <input type="text" value="3.1"/> I: <input type="text" value="Family Input"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p>	<p>Magnetic Fish Game - Add magnetic fish puzzle, magnetic items (paperclips) and magnetic fishing rods.</p> <p>L/o: <input type="text" value="4.3"/> I: <input type="text" value="Child Input"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p>	<p>Rhyming Words - During transition sing "Wibbly wobbly woo". Encourage children to come up with words that rhyme with their name.</p> <p>L/o: <input type="text" value="5.1"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p>

<p>Input Key</p> <ul style="list-style-type: none">  Group Experience  Child Interest  Intentional Teaching  Community  Extension of Learning  Family Input  Focus Child  Child Input  Spontaneous Learning  Outdoor Play 	<p>Learning Outcome 1 Children have a strong sense of identity</p> <p>1.1 Children feel safe, secure, and supported.</p> <p>1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p>1.3 Children develop knowledgeable and confident self-identities.</p> <p>1.4 Children learn to interact in relation to others with care, empathy and respect.</p>	<p>Learning Outcome 2 Children are connected with & contribute to their world</p> <p>2.1 Children develop a sense of belonging to groups & communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>2.2 Children respond to diversity with respect.</p> <p>2.3 Children become aware of fairness.</p> <p>2.4 Children become socially responsible and show respect for the environment.</p>	<p>Learning Outcome 3 Children have a strong sense of wellbeing</p> <p>3.1 Children become strong in their social and emotional wellbeing.</p> <p>3.2 Children take increasing responsibility for their own health and physical wellbeing.</p>	<p>Learning Outcome 4 Children are confident & involved learners</p> <p>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</p> <p>4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</p> <p>4.3 Children transfer and adapt what they have learned from one context to another.</p> <p>4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</p>	<p>Learning Outcome 5 Children are effective communicators</p> <p>5.1 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>5.2 Children engage with a range of texts and gain meaning from these texts.</p> <p>5.3 Children express ideas and make meaning using a range of media.</p> <p>5.4 Children begin to understand how symbols and pattern systems work.</p> <p>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.</p>	<p>Parent Input / Suggestions</p> <p>Margaret (Noah's mum) mentioned that he enjoys singing "Here is The Beehive".</p> <p>Jeff (Kayla's dad) will come to talk about being a dentist.</p> <p>Monica (Lilly's mum) brought in glitter pens.</p>
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Curriculum Reflection Questions:

- 1) Do the experiences and activities planned cover each of the EYLF Learning Outcomes? If no, what's missing? Yes No
- 2) Has parent input / feedback been added onto the curriculum plan? If no, why not? Yes No
- 3) Does the curriculum assist in the development of Belonging, Being, Becoming? Why? Yes No

Yes we enable all children within the program to develop their skills and abilities and promote independency through the daily routines.
- 4) Was the group broad goal achieved? How is it reflected in the curriculum plan? If no, why? Yes No

Yes, group goal has been achieved through an experience planned as "intentional teaching".
- 5) Were there sufficient resources for all the experiences planned? If no, why not? Yes No
- 6) Was the level of supervision appropriate in all areas of the curriculum plan? If yes, how? If no, why not? Yes No

Yes, ratio was covered by all educators.
- 7) Is there anything that needs to be followed up with regards to children, parents, curriculum or staff? Yes No
- 8) How did the experience / goals planned connect to service philosophy? Yes No

The service philosophy was represented through the community experience